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| Name: Melissa Poland Date: 11/12/14 Lesson Title: Tour the States!  Grade Level: 3rd grade  Length of Lesson (Minutes): 76 Minutes |
| **Common Core State Standards or State Standards**  (*Include the number and the entire standard. Highlight relevant portion emphasized in this lesson*.) |
| **Third Grade: World Geography and Cultures**  North America  3.18 Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S. (G)  3.21 Locate the states that comprise the regions of the United States. (G)  **English Language Arts Standards » Writing » Grade 3**  Text Types and Purposes:  [CCSS.ELA-LITERACY.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/)  Write opinion pieces on topics or texts, supporting a point of view with reasons.  [CCSS.ELA-LITERACY.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/)  Provide reasons that support the opinion.  **English Language Arts Standards » Speaking & Listening » Grade 3**  Comprehension and Collaboration:  [CCSS.ELA-LITERACY.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/)  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  [CCSS.ELA-LITERACY.SL.3.1.B](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/)  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  [CCSS.ELA-LITERACY.SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/)  Explain their own ideas and understanding in light of the discussion. |
| **Central Focus of Unit/Learning Segment**  (*The single instructional theme or essential question across the planned learning segment that is aligned with content standards and relevant learning objectives*.) |
| The five different regions of the United States of America with an emphasis on the states in the Southeast Region |
| **Lesson Objectives**  (*Observable statements that specify what students will be able to do at the conclusion of a lesson. Such objectives should be aligned with relevant content standards and should include verbs that allow for measurement of students’ achievement of the desired outcome*.) |
| I can name the 5 regions of the United States.  I can locate the states in the Southeast region of the United States on a map.  I can use the cardinal directions to identify states and regions on the United States map. |
| **Language Demands** |
| **Language Function & Key Learning Task**  (*Identify a language function central to the learning segment and a key-learning task that provides students with the opportunity to practice using it. A language function is the purpose for using language in the learning task or what students will use the language to do; it’s typically represented by an action verb in the lesson objective. Examples include, but are not limited to: analyze, argue, categorize, compare/contrast, describe, explain, interpret, justify, model, predict, question, retell, summarize*…)  Identify; locate and label  Students will complete an interactive notebook worksheet on which they will identify and label the 5 regions of the United States. Students will also complete a Plickers quiz in which they will locate and identify the 5 regions of the United States.  **Content/Academic Vocabulary**  (*List and define the content vocabulary taught in the lesson*.)  Directional Vocabulary (Spanish term in parenthesis):   1. North (Norte) – one of the four major points of direction on the compass, ninety degrees clockwise from west 2. South (Sur) - one of the four major points of direction on the compass, ninety degrees clockwise from east. 3. East (Este) - one of the four major points of direction on the compass, ninety degrees clockwise from north West (Oeste) - a cardinal point on a compass that indicates the direction at which this point lies 4. West (Oeste) - one of the four major points of direction on the compass, ninety degrees clockwise from south. 5. Northeast (Nordeste) - a point on the compass halfway between north and east. 6. Southeast (Sudeste) - a point on the compass halfway between south and east. 7. Northwest (Noroeste) - a point on the compass halfway between north and west. 8. Southwest (Suroeste) - a point on the compass halfway between south and west.   Vocabulary relating to the 5 Regions of the United States:   1. Northeast Region (The region of the United States that is comprised of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, Delaware, Maryland, New York, and Pennsylvania) 2. Southeast Region (The region of the United States that is comprised of Arkansas, Louisiana, Kentucky, Tennessee, Mississippi, Alabama, Georgia, South Carolina, North Carolina, Florida, West Virginia, and Virginia) 3. West Region (The region of the United States comprised of Washington, Oregon, California, Montana, Idaho, Wyoming, Nevada, Utah, Colorado, Alaska, and Hawaii) 4. Midwest Region (The region of the United States that is comprised of North Dakota, South Dakota, Minnesota, Wisconsin, Michigan, Ohio, Indiana, Illinois, Iowa, Missouri, Kansas, and Nebraska) 5. Southwest Region (The region of the United States that is comprised of Arizona, New Mexico, Texas, and Oklahoma)   **Discourse & Syntax**  (*Describe how students will use one or both of the following. Include language that you will expect students to use verbally and in written form*.)   * Discourse (*how students talk and verbally communicate in knowledge construction in ways specific to discipline*)   The students will discuss the cardinal directions, repeating the terms aloud after the teacher’s verbal prompts (north, south, east, west). The students will review the meanings of northeast, southeast, northwest, and southwest during this discussion. The students will repeat each direction aloud after the teacher. The student will use the appropriate vocabulary words to identify locations on the map. The students will use these words as they discuss the different states to which they have traveled, lived, and would like to travel.  The students and teacher will use the 8 directional vocabulary words while breaking the United States map into 5 different regions as a class. The directional vocabulary will be used to identify the location of the regions of the United States, as well as in the discussion of the names of the regions. For example, when the teacher introduces the Southeast Region, the discussion will include an explanation for this regions name by identifying it as a region located in the south of the United States, as well as in the east of the United States.  As the students are introduced to the 12 states in the Southeast region of the United States, they will repeat aloud the names of each state after the teacher’s verbal prompt. The teacher will use the laminated cutouts to reinforce these names and locations, as well as identifying the unique features of some of the states.  The students will put their knowledge of the directional vocabulary words, vocabulary relating to the 12 states in the Southeast Region of the United states, location of the 12 states in the Southeast Region of the United States, vocabulary related to the 5 regions of the United States, and the location of the regions of the 5 regions of the United States into practice during the Pin the Region on the Map activity. While the student is the active player (blindfolded), he/she will need to activate their knowledge of the 8 directional vocabulary words as they try to follow their teammates’ directions in placing their cutout in the correct location. They will draw from their knowledge of all of the vocabulary words when attempting to guess what cutout they had. The teammates (the students giving verbal directions) will be using the 8 directional vocabulary words when relaying information to the active player in regards to which direction the active player should move their cutout. The teammates will use their knowledge of the locations of the states and regions while deciding which directions to give he active player.   * Syntax (*set of written conventions specific to discipline for organizing symbols, words, & phrases together into structures, for example, sentences, formulas, staffs in music, etc*.)   After breaking the regions apart together as a class, the students will write the names of the 5 different regions being studied in this lesson on their United States map handout (Northeast region, Southeast region, West Region, Midwest region, and Southwest region).  After being introduced to the 12 different states in the Southeast region of the United States, the students will be responsible for identifying and writing the names of the missing states on their Map of the Southeast region handout.  The students will use the vocabulary terms relating to the 5 regions of the United States and the 12 states in the Southeast Region of the United States to write the appropriate responses to the questions on the Be a Tour Guide! Plickers quiz as they state which region or state they would recommend to their classmates in the given scenarios on the quiz.  **Supports**  (*What opportunities AND supports will you provide for students to use the language function, practice and apply content language/academic vocabulary, and integrate discourse and syntax? Describe how you & students will use these supports. (i.e., graphic organizer, anchor chart, foldable, chart, model, word wall, and strategies such as think, pair, share, etc.). Consider how you will use/differentiate these supports to meet the needs of learners with different levels of language learning*.)  The students will watch the video, Tour the States, that will introduce each of the 50 American states.  The students will have access to the laminated map in front of the classroom to use as a reference throughout the lesson if necessary.  The students will have access to a compass rose poster for help with the cardinal and inter-cardinal directions if necessary.  The students will create an interactive notebook during this lesson to serve as both an assessment tool and a support. The notebook will contain a United States map for the students to reference when they need support. This map will be divided, shaded and labeled according to the 5 regions by the students, which will serve as a support in subsequent lessons that will cover the other 4 regions, as well as an assessment on their knowledge of the 5 regions.  The notebook will also contain a map of the Southeast region of the United States, emphasizing each of the 12 states in this region. This will serve as a support, as students can quickly and easily see which states comprise this region, as well as an assessment on their knowledge of the Southeast region.  At the end of the lesson, the students will be given a set of flash cards that will include each of the 12 states that comprise the Southeast region. These flash cards will have no bearing on this lesson. However, they will be placed into the interactive notebooks as useful resources to review content learned in this lesson, as well as during future lessons as the class expands their studies to the states in the other 4 regions of the United States.  The interactive notebook will be accessible to the students during this lesson as a support, collected for assessment, and returned to them for use during subsequent lessons and review/reference for studying. |
| **Materials/Resources**  (*What do you need for this lesson*?) |
| Laminated United States Map with a sturdy backing  Cutout sections of the 5 regions with puff paint outlining the backing  Cutout sections of the 12 states in the Southeast region with puff paint outlining the backing  Blindfold  Wet Wipes/Sanitation wipes for blindfold between uses  Dry Erase marker  Eraser  Be a Tour Guide Plickers quiz  Plickers answer cards, 1 per student Write About It! Worksheet and Grading Rubric  United States Map handout  Map of the Southeast region worksheet  Foldable booklet (Interactive notebook)  Glue stick  Crayons or coloring pencils  [Tour The States Official Music Video](https://www.youtube.com/watch?v=_E2CNZIlVIg)  [United States Flashcards](http://www.nickjr.com/printables/50-state-fact-cards.jhtml)  Compass Rose poster with directional vocabulary terms in both English and Spanish  Document camera |

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| **Assessment/Evaluation Criteria** |
| **Formative Assessment**  (*A range of assessment procedures used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement occurring throughout the lesson*.)  This lesson is largely comprised of discussion-based knowledge building. The teacher will be able to formatively assess students based upon their answers to various questions and prompts throughout the lesson. Higher-order thinking questions will be asked to challenge advanced students throughout the lesson. The teacher will be able to give verbal feedback to the students based on their responses to the question prompts and discussion material.  The United States Map worksheet will be used as a formative assessment. The class will complete this worksheet together as the teacher demonstrates on the laminated map. The teacher will be able to give verbal feedback on any questions or problems that the students may have during this portion of the lesson.  The activity, Pin the Region on the Map, will be used as a formative assessment. The students will be formatively assessed on their knowledge of the 8 directional vocabulary terms as they instruct the active player in the activity which direction they need to move their cutout. The active player will be assessed on the same concept as they listen to their teammates and move their cutout appropriately. As teammates give incorrect directions, the teacher will give verbal feedback regarding the 8 directional vocabulary words; likewise, as the active player moves his/her cutout in incorrect directions, the teacher will give verbal feedback regarding the 8 directional vocabulary words. As each active player attempts to guess the region or state they placed on the map, the teacher can give verbal prompts and feedback to encourage the student to draw from their knowledge of the directions and the map to determine which cutout they had.  **Summative Assessment**  (*Summative assessments occur at the end of the lesson to determine what students know and do not know. What evidence will you collect and how will it document individual student learning/mastery of lesson objectives? Include evaluation criteria such as a checklist, rubric, answer key, % earned for mastery, etc. Attach copies of any documents that will be used as evidence*.)  The Southeast Region of the United States map will be used as a summative assessment. Students will be expected to identify the states that are numbered and write the appropriate name on each state. ELL students and low level learners will have a word bank from which they can chose. On-level learners will have no word bank from which to choose, but surrounding states will be labeled. High-level learners will have a blank map with no state names listed on it. Students on each level of learning will be responsible for labeling the same states. However, the skill level required to do so for each different learning level will differ. Students will be expected to correctly identify each of the 5 states on the worksheet with their correct names. If the student misses one or more, the teacher will give the student an opportunity to correct it. Having this worksheet correct and complete is important, as it will also be used as a support for this and subsequent lessons.  The Be a Tour Guide! Plickers quiz will serve as a summative assessment. Students will be considered at a level of mastery if 6 of the 8 questions on the worksheet are correct. The ELL will have the option to complete this quiz in Spanish or English, as the questions will be asked in both languages. However, the ELL students will be expected to give answers in English since the answers are all vocabulary words.  The Write About It! Worksheet will serve as a summative assessment. The students will be expected to give complete sentences, identifying which state they would most like to visit and 3 reasons for their choice. Students will be assessed according to the Grading Rubric for the Write About It! Worksheet.  **Academic Feedback** (*Based on your formative and summative assessments, How will you monitor and/or give academic feedback? How will students use the academic feedback? What opportunities are you giving students to use academic feedback*?)  Students will be given verbal feedback from the teacher and their classmates throughout this lesson. The teacher will give verbal feedback after students respond to the high-order thinking questions the teacher will ask. Students may receive feedback from their classmates during the activity, as the teams are giving directions to the active player in the activity. The teacher will provide verbal feedback to the students while they participate in the Pin the Region on the Map activity. Any verbal feedback given during these times can be immediately applied to the activity on which they are working.  The teacher will give verbal feedback as the class completes the United States Map handout. The class will work together to complete this worksheet, so any verbal feedback that is given can be immediately applied to the student’s work.  The teacher will give written feedback on the Southeast Region of the United States worksheet. Students will be expected to use the written feedback and correct their worksheets before the next lesson in this unit in order to make it an adequate support for subsequent lessons.  The teacher will also give written feedback on the Write About It! Worksheet. The written feedback given by the teacher will be thoughtful and descriptive. The written feedback given on this worksheet should be intentional with the purpose of explaining to students why or how they gave an incorrect response. In addition to written feedback, the teacher will give one-on-one verbal feedback and support regarding the use of sentence fragments. In the case that a student’s work on this worksheet is illegible, the student will be given the chance to do it over. |

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| **Instruction (76 Minutes)**  (*Include a suggested time for each major activity in the plan below*.)  *Be sure to include both formative and summative assessment within your instructional plan. This plan should be highly detailed and carefully sequenced with information so that another teacher could implement your plan. The plan explains both student and teacher actions.* | **Higher-Order Thinking Questions**  *Identify high order thinking questions that cannot be answered with a yes or no*. |
| **Set/Hook/Motivator (6 Minutes)**  (*This brief section at the beginning of the lesson grabs the students’ attention and focuses their thoughts on the learning objectives by utilizing knowledge of students’ academic, social, and cultural characteristics*.)  I can name the 5 regions of the United States.  I can locate the states in the Southeast region of the United States on a map.  I can use the cardinal directions to identify states and regions on the United States map.  **(2 Minutes)**  The teacher will ask the students to name as many states possible without using a map. Count the number of correct responses; the teacher will revisit this question at the end of the introduction for comparison.  **(4 Minutes)**  The teacher will play the music video, [Tour the States](https://www.youtube.com/watch?v=_E2CNZIlVIg).  The teacher will ask the students to name as many different states possible without referencing a map or renaming those that were already named. Count the responses and compare this number to the previous number of states identified at the beginning of the introduction so the students are able to gauge their learning.  The teacher will inform the students that they will be learning about the United States. | How many states are in the United States?  How many states can you name without using a map? |
| **Instructional Procedures (41 minutes)**  (*This is the body of the lesson plan; it is the way in which information is shared with students and the methods used to help them assume a level of mastery of that material*.)  **Laminated Map and Cardinal Directions (5 Minutes)**  The teacher will introduce the laminated map of the United States to the class.  The teacher will lead the class in a brief review about the cardinal directions, as an understanding of these will be imperative to the activities that follow. The teacher will lead the class in a review over the cardinal directions using the compass rose poster. The students will repeat the vocabulary terms North, South, East and West as they review. The English version and the Spanish version of these vocabulary words will be included on the compass rose poster for a reference for all students throughout the lesson. The teacher will ask the class to think about locations that are between two directions, such as north and west. After giving the class a chance to think and respond, the teacher will inform students that for locations that are between two directions, they should simply combine the two directions to accurately describe the new direction (such as Northwest). The teacher will introduce the four examples of these directions: Northeast, Southeast, Northwest, and Southwest. The Spanish translation of these words will be included on the compass rose poster for a reference throughout the lesson if needed.  **United States Regions (10 Minutes)**  The teacher will point out that there are 50 states in the United States, and it is helpful to break them into regions in order to study different cultures, weather patterns, etc. This will lead the teacher into a discussion of the regions of the United States.  The students will be given a Map of the United States handout. Students will outline the different regions of the United States. The teacher will demonstrate by using a document camera to model the shading. As the class outlines the regions on their maps, they will shade each region on their worksheet a different color. The students will label each region with its appropriate title. The students will paste the map into the first two pages of their interactive notebooks.  **States of the Southeast Region (8 Minutes)**  The teacher will begin identifying the states that make up the Southeast region, since this is the region in which the students live and with which they are most likely familiar. The teacher will pronounce the names of each state in the Southeast region, having the students repeat them aloud. While doing this, the teacher will use the laminated cutouts to identify and name the states. After giving several high-order thinking prompts, the teacher will review with the class some of the unique features of the Southeastern states, such as the shape of Louisiana and the fact that Florida is a peninsula.  **Activity: Pin the Region on the Map! (20 Minutes)**  The teacher will inform the students that they will be playing an activity. The back row of the class will move up to the carpet and sit in the floor. The teacher will divide the class into two teams in order to keep the noise level during the game at an acceptable level.  The teacher will discuss the rules of the game and the expectations of conduct.   * A student will be chosen at random using the class name-on-the-popsicle-stick jar. The chosen student will come to the front of the class and put on the blindfold. For the purposes of this lesson plan, this student will be referred to as the active player. * The teacher will choose one of the 5 region cutouts to show the class. The class is not to identify the name of the region aloud. * The active student will be handed the cutout and asked to place it on the map. * One of the two teams will be responsible for using the directional vocabulary terms to collectively guide the active student in placing the cutout in its appropriate spot on the map. Students are not allowed to use words such as “up”, “down”, “left”, “right”, etc. Only the directional vocabulary terms are allowed. * Once the region has been placed in its appropriate spot on the map, the active student will be given a chance to guess what region he/she had. * The active student will remove the blindfold and return to their seat. * The teacher will wipe the blindfold with a wet wipe/sanitation wipe after each use.   Gameplay will continue for all 5 regions. The teacher will then move on to the individual states of the Southeast region and will continue as long as time allows. The process will be repeated: a randomly chosen student will be blindfolded, given a cutout, and guided by a team of students in placing the cutout in its appropriate spot on the map. The student will be given an opportunity to guess which state he/she had. The two teams will take turns giving directions throughout the game.  Once all the states have been placed on the map or when allowed time expires, the students will return to their seats. | Where are we located on the map of the United States?  What do you think you do when a location falls between two of the four main directions?  Can you locate a state that you have visited on the map?  Which direction would you have to travel to get there from Tennessee?  Which region do you think Alaska and Hawaii belong in?  What region do we live in?  How many states are in our region?  What type of landmass is Florida?  What do the coastal states have in common?  What body of water borders the coastal states?  Which states in the Southeast Region have similar shapes?  Which states have unique shapes?  Notice the locations of West Virginia to Virginia and North Carolina to South Carolina in regards to the cardinal directions. Why do you think they are named the way they are?  Judging from the directions your teammates gave you when you were placing your cutout onto the map, what region or state do you think you might have had? |
| **Closure (27 minutes)**  (*The closure provides an opportunity for STUDENTS to demonstrate that they’ve met the learning objectives for the lesson by actively engaging in a short task. Examples of tasks include exit tickets, think-pair-share, use of clickers, etc. The closure can include your summative assessment*.)  **(4 Minutes)**  The teacher will put away the laminated map. The students will complete the summative assessment worksheet, the Southeast Region map, by placing the names on the states with missing information.  **(10 Minutes) Place the laminated map back on display, making sure to remove the region names. T**he students will be given their personalized Plickers card. The teacher will begin the summative assessment quiz, Be a Tour Guide! using Plickers.com. The class will answer the questions individually, using the laminated map as a reference if necessary.  **(8 Minutes)**  The students will complete their summative assessment Write About It! worksheet and glue it into their interactive notebooks.  **(2 Minutes)**  The students will be given a copy of the [United States Flash Cards](http://www.nickjr.com/printables/50-state-fact-cards.jhtml) and an envelope to paste into their interactive notebooks. Although these flash cards will have no bearing on this lesson, they will be a useful reference to include in the students’ interactive notebooks and will be used in subsequent lessons in this unit.  **(3 Minutes)**  The students will put away their materials and clear their desk area of any trash. |  |

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| **Adaptations to Meet Individual Needs**  (How will you adapt the instruction to meet the needs of individual students?) |
| High-Level Learners:   * Higher-order thinking question prompts will be given throughout the lesson in order to appeal to high-level learners. * High-level learners will be given the Southeast Region of the United States map with no state names listed on it. * High-level learners will be expected to have complete sentences, correct punctuation, correct spelling and capitalization throughout.   On-Level Learners:   * Thought-provoking question prompts will be given during this lesson in order to appeal to on-level learners. * On-level learners will be given the support of verbal feedback from the teacher throughout this lesson. * On-level learners will be given the Southeast Region of the United States map with some state names listed on the map. * On-level learners will be expected to have complete sentences, mostly correct spelling and correct punctuation and capitalization throughout. This level may have run-on sentences. Although these will be addressed in the written feedback given, they will not result in deducted points.   Struggling Learners:   * Struggling learners will be given the support of verbal feedback from the teacher throughout this lesson. * Struggling learners will be assessed on a different level of mastery when completing the worksheets given in this lesson. See assessments for details on the specific levels of mastery that will be used. * Struggling learners will be given the Southeast Region of the United States map that includes a word bank and with some state names listed on the map. * Low-level students will be expected to have complete sentences, use mostly correct punctuation, mostly correct capitalization and correct spelling of high-frequency words. Incorrect spelling of more difficult words and the use of run-on sentences will be corrected with written feedback but points will not be deducted from their grade.   English Language Learner:   * The 8 directional vocabulary words will be introduced in English and in Spanish. The Spanish version of the words will be included on the compass rose alongside the English version of the words. This will help the ELL student connect the English word to a meaning with which he/she may be more familiar. The ELL student will be expected to use and write these vocabulary words in their English form. This support is to help the student understand the word’s meaning. * The ELL student will be given the opportunity to complete any worksheet in an English version or a Spanish version. * ELL students will be given grammar, punctuation and sentence structure considerations when completing the writing prompt on the Write About It! Worksheet. See assessments for details on the specific considerations that will be made. * ELL will be expected to have complete sentences, use mostly correct punctuation, mostly correct capitalization and correct spelling of high-frequency words. Incorrect spelling of more difficult words and the use of run-on sentences will be corrected with written feedback but points will not be deducted from their grade.   Other individual needs of the students/class you are teaching? |
| **Management/Safety Issues**  (*Are there any management and/or safety issues that need to be considered when teaching the lesson? What supports and behavioral management strategies are you providing to your students to facilitate a smooth and structured lesson. Provide classroom-wide strategies as well as those needed for specific students*.) |
| The teacher will ensure the active student is not in danger of tripping on any items or other students while blindfolded during the activity. The students sitting on the floor will keep a safe distance from the blindfolded student.  The class will maintain an acceptable noise level during the activity and the games. If at any time the classroom conduct becomes unacceptable, the teacher will say “If you can hear me clap once”, “If you can hear me clap twice” to regain the students’ attention.  The teacher will use the name-on-a-popsicle-stick strategy to ensure a random selection of students, including non-volunteers. |
| **Rationale/Theoretical Reasoning** |
| **Rationale**  (*Describe suggestions and research-based best practices for teaching the specific content in your lesson. This should not be generic information that could be applied to any lesson*.)  Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students’ understanding of history, civics, and economics.  In this lesson, students will study the United States in a way that is engaging and relevant to their lives. They will focus on the Southeast region, which is where they live. They are most likely to have visited other states in their own region, making it even more personal. By completing the different activities where they construct, dissect and label the map, they are practicing the identification and location of the states and regions. This will help them build an awareness of the states’ and regions’ directional locations both on the map as well as in relation to themselves (Oak Ridge, Tennessee). It will also serve as the beginnings of the study of different cultures and landforms.  Introducing the 50 states while breaking them into 5 different regions will make it easier for the students to remember the names and locations of each state. Having an organized method of studying a few states at a time will also aid in future lessons of the study of state capitals, mottos, etc.  http://www.azed.gov/wp-content/uploads/PDF/SSGrade3.pdf  **Theory**  (*Include a description of the theory and how it specifically applies to your lesson. Theorists such as Piaget, Vygotsky, Dewey, Gardner, etc*.)   |  | | --- | | Constructivism is basically a theory -- based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.  In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.  Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN.  In this lesson, students are being asked to construct the United States using precut sections. They are being asked questions throughout the lesson that are meant to enhance learning and encourage them to constantly ask “Why?” and “How?” Students are being given scenarios that require them use both prior and new knowledge to answer. Students will have to pull from their prior knowledge and add to it the new information presented in this lesson. Students will be constructing their own methods of reasoning and memorization as they complete the map-based worksheets and other activities in this lesson. |   <http://www.thirteen.org/edonline/concept2class/constructivism/>  **Common Misconceptions or Difficulties**  (*What are some common areas in which students are likely to have misconceptions or difficulties pertaining to the specific content that you are teaching*?)  Students may think that Hawaii and Alaska are located directly south of the United States as they are represented on maps of America.  Some students may think that Hawaii and Alaska are not one of the 50 United States, as they are not contiguous.  Studying all 50 states at once can pose difficulties to some students; the task seems too daunting and students have trouble memorizing locations and names of all the states. Breaking the study of the 50 states into manageable regions will aid students in their ability to focus and learn about each state. |
| **References**  *(List the sources used in this lesson for activities, vocabulary, rationale, theory, misconceptions, etc.)* |
| Rationale:  <http://www.azed.gov/wp-content/uploads/PDF/SSGrade3.pdf>  Constructivism:  <http://www.thirteen.org/edonline/concept2class/constructivism/>  Information regarding the 5 regions of the United States:  [National Geographic Education: Maps](http://education.nationalgeographic.com/education/maps/united-states-regions/?ar_a=1)  Vocabulary Definitions: [Wordsmyth](http://www.wordsmyth.net/blog/?s=north)  Flash Cards:  [Nick Jr. Flash Cards](http://www.nickjr.com/printables/50-state-fact-cards.jhtml)  Spanish Translations: Google Translate  Grading Rubric for Write About It!  [Rubistar](http://rubistar.4teachers.org/index.php?screen=NewRubric&module=Rubistar) |
| **Reflections/Future Modifications** |
| (*To what extent did the class learn what you intended them to learn? Describe student progress toward mastery of objectives. What trends can you identify*?)  I intended them to be able to name the 5 regions of the United States, locate the states in the Southeast region of the United States on a map, and use the cardinal directions to identify states and regions on the United States map. I think they learned that there are different regions of the United States; however, I do not believe they really retained the names or locations of those regions. I think they learned the location of a couple of the states such as Tennessee and Florida. However, I do not think they knew enough about the cardinal directions to effectively learn/retain many of the lesson objectives.  (*How did students use the language function, vocabulary, syntax, and discourse that you identified in the Language Demands section of this lesson plan*?)  I think the students used the discourse and syntax as it is spelled out in this lesson plan. During the Pin the Region on a Map activity, I think the students who had a good understanding of the directions were the ones saying them aloud. Although the students who did not have an understanding of the directions were not necessarily participating in giving the directions, they were hearing them being said and seeing the activity unfold which gave them an opportunity to learn them.  (*What will be your next steps instructionally? What goals do you have for immediate and long-term re-teaching and instruction based on feedback you provided to students with varied needs*?)  Because the students seemed to have limited understanding of the cardinal directions, I would review them again and spend time making sure they were all understood. Songs and/or sayings would be brought in to help motivate students to learn and remember them.  The students would have their interactive notebooks as references throughout the unit and we would build upon this lesson with the other 4 regions of the United States. Because I did not get to complete this lesson in its entirety, I would spend the next available lesson time going over the parts that were missed. I did not get an adequate summative assessment completed in this lesson; therefore, I would reiterate the points in this lesson that I felt needed it and complete an assessment on it before moving on. A review of the cardinal directions would be given with each new region/lesson. A quick review of a few states from the other regions would be given with each lesson in order to keep the learned information fresh in the student’s minds. The students really seemed to enjoy the video, Tour the States, so I would definitely use this again in the future.  (*What did you learn about your students as learners? What have you learned about yourself as a teacher*?)  I learned that my students were not able to complete tasks as quickly as I had planned. Also, I had given the students a makeshift interactive notebook with their worksheet pages in their appropriate places and asked the students to not get into it until I asked them to; however, they did not follow this direction.  I learned that I should definitely do a pre-assessment on any lesson prior to teaching it. If I had done one on this lesson, I would have spent more time teaching the cardinal directions prior to the regions of the United States. I also realize that I was more focused on completing everything that I had spelled out in the lesson plan as opposed to teaching them the objectives at a pace that they could follow. In my experience this semester in practicum, I have come to realize that every lesson does not necessarily include a summative assessment, as students may not be ready for one after just one lesson on a new topic. In the future, I need to be more receptive to student’s needs and how they are picking up on the lesson content and adjust accordingly before trying to move along with the lesson. I also learned that it was not a good idea to try so many new activities and concepts with the students at one time. This particular class is not used to interactive activities and this learning style. Interactive notebooks were completely new to them, so they were confused by the simple task of gluing a worksheet inside the booklet. In hindsight, I should have either familiarized them with some of the activities in this lesson plan (notebooks, plickers, etc.), or simply cut some of them out of the lesson altogether. Overall, I believe I had over-planned for the time I had and the age limit with which I was working.  (*Provide principles from research and/or theory specific to the content of your learning segment and students’ needs to support your statements*.)  In this lesson, students were asked to construct the United States using precut sections. They were asked questions throughout the lesson that were meant to enhance learning and encourage them to constantly ask “Why?” and “How?” Students were being given scenarios that required them use both prior and new knowledge to answer. Students had to pull from their prior knowledge and add to it the new information presented in this lesson. Students would have constructed their own methods of reasoning and memorization as they completed the map-based worksheets and other activities in this lesson. |